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CONTINUING EDUCATION
AND
TRAINING CONSIDERATIONS

EVIDENCE PRESENTED TO
THE
MACKENZIE VALLEY PIPELINE INQUIRY

BY: FREDERICK I. CARNEW
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CONTINUING & SPECIAL EDUCATION
DEPARTMENT OF EDUCATION
GOVERNMENT OF THE NORTHWEST TERRITORIES

QUESTION: What is the background of your Division?

ANSWER: Continuing and Special Education provides opportunities for the out-of-school adult to obtain information, gain experience, take courses, develop skills and participate in decision making processes on matters which affect his life.

Activities, courses and classes are organized both at the settlement level and in larger centres in the N.W.T. Some individuals progress to classes offered in technical and other educational institutes in southern Canada.

Those individuals who wish practice and training in communication and basic literacy can find this in the community through adult basic education classes.

Instruction, information and workshops in the area of home management, family life, human relationships and community leadership are provided in response to requests for this assistance. Opportunities for native northerners to learn special employment skills are available through the Adult Vocational Training Centre at Fort Smith, through extension programs and by on-the-job programs. Rehabilitation programs provide training for a number of northerners into a wide variety of university and community college courses in southern Canada.

QUESTION: What is the responsibility of the Witness
relative to Continuing Education in the N.W.T.

ANSWER: The Witness is the Chief of the Continuing and
Special Education Division of the Department of
Education, Government of the Northwest Territories.

Continuing and Special Education is the Division
responsible for all programs in education for
adults beyond the normal school leaving age.



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QUESTION: Specifically, what group or sections make up the Continuing and Special Education Division.

ANSWER: The Division's programs may be best summarized as follows:

- General Education Programs
- Health and Social Services Programs
- Technical and Business Programs
- Adult vocational training centre
- Student Counselling Services
- Research and Planning

Each of the foregoing programs may be divided further. I will attempt to be brief and give as much information as brevity will allow.

General Education Programs

It is in this program that community adult educators are perhaps most active in the communities. Courses to meet needs expressed by the communities in adult basic education and academic upgrading are offered. These include such short or long term courses as civics, teaching english as a second language, teaching native languages, completing income tax forms, what is the Canada Pension Plan, Unemployment Insurance, Helping with Local Initiative Programs, Local Employment Assistance Program applications, first aid, media awareness and the more general academic upgrading.

Academic upgrading is requested and offered in many communities in the N.W.T. in order that

residents may improve their education - usually with job advancement or vocational training as an objective. For example, in cooperation with Canada Manpower under the Adult Occupational Training Act, academic upgrading programs involving life skills, will be available to individuals in the following communities in the MacKenzie corridor in 1976-77:

Tuktoyaktuk	Fort Simpson
Aklavik	Fort Providence
Inuvik	Hay River
Fort MacPherson	Fort Resolution
Fort Norman	Rae Edzo
Fort Franklin	Yellowknife

A.V.T.C. - Fort Smith

With the exception of A.V.T.C. which has a continuous upgrading course, all courses in the communities average 120 training days and an average total of 15 Canada Manpower and N.W.T. Education sponsored spaces.

Health and Social Services Programs

Health programs are represented by courses such as the certified nursing assistants course at A.V.T.C., the CNA and RN refresher extension courses, and community health awareness courses in cooperation with nursing stations and social development. Education for the handicapped and the Vocational Rehabilitation Programs (V.R.D.P. a federal-territorial shared program) are included under health programs.

Social Service courses are many and varied. They may take place in the settlements or in a central location. They require ongoing cooperation of individuals, community organizations and government departments. Such courses may involve training in, or information on, law enforcement, child care and social workers, consumer education, family life, alcohol and nutrition education.

It is in this program area that the regional and field home management staff are active - particularly in consumer, family life and nutrition education. The adult educators also give supportive services in the implementation and delivery of health and social services programs in their assigned communities.

Technical and Business Programs

The Division, in response to identified training needs by employers, offers a wide variety of courses in the N.W.T. under the general heading of technical and business programs. The following is a cross section of courses available and some general comments.

Carpentry - Apprenticeship theory 1st and 2nd years at A.V.T.C.

- pre-employment at A.V.T.C. and can be offered as an extension course
- upgrading, offered as an extension course only.

Heavy Duty- Apprenticeship theory 1st and 2nd
Mechanics year at A.V.T.C.

- pre-employment at A.V.T.C. and can be offered as an extension course
- upgrading, offered as an extension course only

Prospecting and Claim Staking offered as an extension course only.

Trapline Management, offered as an extension course only in cooperation with Natural and Cultural Affairs, Game Management Division.

Small Business Management - offered as an extension course only at this time.

Clerk Typist- Main course at A.V.T.C. with extension courses in 1976/77 at Frobisher Bay, Hay River, Inuvik, Pine Point, Rankin Inlet and Yellowknife.

Heavy Equipment

Operation - Main Course at A.V.T.C. with several 4 week upgrading courses in the communities

And there are many more such as:

Driver Education

Housing Maintenance

Bookkeeping

Electronics

Welding

Small Engine Repair

Oil Burner Servicing

Forest Fire Suppression

Adult Vocational Training Centre

Page 8 of the A.V.T.C. 1976/77 Calendar is reproduced below outlining courses.

ACADEMIC UPGRADING PROGRAMS

- Basic Job Readiness Training (Grades 0-4)
- Basic Training for Skill Development (Grades 5-10)
- Senior Upgrading (Grades 10-12)
- Life Skills

CAREER PROGRAMS

- Electronics
- Nursing Assistants
- Clerk Typist

TRADES PROGRAMS

- Food Services (Cooking)
- Pre-Employment Carpentry
- Pre-Employment Welding
- Pre-Employment Heavy Equipment Mechanics
- Heavy Equipment Operation
- Housing Maintenance
- Related Subjects

SHORT COURSES (Subject to Change)

- Driver Education
- Small Engine Repair
- Basic Job Readiness Orientation
- Forest Fire Control
- Basic General Carpentry

APPRENTICESHIP PROGRAMS

- First and Second Year Apprenticeship
 - Theory in Heavy Duty Mechanics,
 - Carpentry and Welding for Northwest Territories Apprentices

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CAREER PROGRAMS

Electronics
Nursing Assistants
Clerk Typist

TRADES PROGRAMS

Food Services (Cooking)
Pre-Employment Carpentry
Pre-Employment Welding
Pre-Employment Heavy Equipment Mechanics
Heavy Equipment Operation
Housing Maintenance
Related Subjects

SHORT COURSES (Subject to Change)

Driver Education
Small Engine Repair
Basic Job Readiness Orientation
Forest Fire Control
Basic General Carpentry

APPRENTICESHIP PROGRAMS

First and Second Year Apprenticeship
Theory in Heavy Duty Mechanics,
Carpentry and Welding for Northwest
Territories Apprentices

EXTENSION PROGRAMS

Various Evening Classes

Short Courses in Various Communities

i.e.: Heavy Equipment Operation Upgrading

Heavy Equipment Mechanics Upgrading

Housing Maintenance

Student Counselling Services

Professional student counselling services are available to N.W.T. students in the high schools, at A.V.T.C. and in Southern Canada.

Each high school has one or more counsellors to co-ordinate the resources available and to advise the options open to students in regard to their careers.

There is a counsellor at A.V.T.C. who performs a similar role as the high school counsellors.

For our N.W.T. students in southern Canada on grants, bursaries and special training programs, counselling services are available from professional staff at the institutions of attendance coordinated by our staff in the Education office in Edmonton for western Canada and by counsellors with DINA for eastern Canada.

Student counselling in the settlements is available on a para-professional level by education staff in cooperation with community resources. These community resources may include other students, family and government staff.

Research and Planning

The Division has recently obtained and staffed a full time Coordinator of Research and Planning position. The primary function of this position is to coordinate and conduct short and long range planning studies on the impact of development in the N.W.T. to determine this effect on our programs and policies.

QUESTION: What in your opinion is the status of Continuing Education and Training opportunities in the N.W.T. today.

ANSWER: In 1969 when the N.W.T. Government became responsible for education in the Mackenzie, the in-school program was quite well established and post-secondary grants were available for university, community college and vocational training. Most post-secondary education was only available in southern Canada - particularly vocational training.

Adult education and training opportunities within the N.W.T. were few and far between, except for training-on-the-job. There was little or no academic upgrading available for adults in the communities; heavy equipment operator training was primarily done in Chilliwack, B.C.; co-operative training was done in Saskatoon; heavy duty mechanics training was done in various locations in southern Canada and housing maintenance training was done in Esquimalt, B.C. Today, all of the aforementioned academic upgrading and skill training is available in the N.W.T. either within the communities or regions or areas or at A.V.T.C.

Also in 1969 there were very few community Adult educators and adult education centres. Today there are approximately twenty-six adult education centres in the larger communities in the N.W.T. with permanent staff.

Funding is made available for all other communities to hire casual or contract staff to implement and deliver requested community adult education courses and informational programs.

Home management programs and staff have expanded greatly since 1969. To-day women are requesting more information on nutrition, meal planning, family life, budgetting, and consumer spending. The Division is responding as quickly as possible within fiscal limitations. The Division further recognizes that additional field staff are required to meet expressed needs for knowledge in the area of Home Management. Provision is being made through our Main Estimates to satisfy this need.

Vocational training has expanded in the north as evidenced by the programs at A.V.T.C. and extension programs.

There are many programs and courses not yet available in the N.W.T. such as university and community college credit and transfer courses. In this regard the Department is studying various proposals for a Community College in the North.

In summary options and opportunities for Continuing Education and training are numerous in the N.W.T. today. However, there is much yet to be done to provide Vocational, Technical and Professional Education within the N.W.T.

QUESTION: Does your Division plan on responding to training requests for workers prior to the construction of the pipeline?

ANSWER: No distinct training for pipeline related jobs is being undertaken until we are officially advised that the pipeline will indeed be built.

Likewise, no training for pipeline specific jobs is being undertaken. In regard to this, it should be pointed out that, if a decision is made to have this training done under the auspices of Continuing Education a considerable time frame may be necessary if we are to follow normal budgeting channels to prepare for this training. We normally require a minimum of two years to obtain funding for extensive new programs. In addition to the funding required, time will also be necessary to develop the training programs, obtain instructors and last, but certainly by no means least, to obtain the equipment and materials to do the training.

However, many of our present training programs will be of extreme importance should a decision be made to go ahead with the pipeline.

Academic upgrading is frequently a prerequisite for entry into occupational training. This will be ongoing in many of the communities as identified earlier or as need arises.

Training for many of the occupations for construction of the pipeline is already available in the N.W.T. and therefore expansion of these courses may be required. Let me again refer to page 8 of the 1976/77 A.V.T.C. Calendar to give a listing of such courses.

New courses that are being identified in cooperation with the Employment Division are trade theory in plumbing, pipefitting, electrical and expansion of theory courses in welding, carpentry and heavy duty Mechanics.

Training related to the spin-off effects of a pipeline are in the process of being identified. However, indications to date show a strong demand for small business management, bookkeeping and accounting courses. Courses related to the food, beverage, hospitality and tourist industry will be in greater demand. Para-professional training in the health and social services will increase.

QUESTION: How are training results relayed to Prospective employers.

ANSWER: Many courses have a certificate of achievement which is issued upon successful completion of a course which can be presented to the employer.

In recent years, many employers have been involved in the development of "skill profile" charts of many occupations. The proponents have used this approach in the NORTRAN program for training northerners. This is a method that more clearly relays training results to prospective employers.

Also, termination of training forms are completed for all trainees - with the knowledge and acceptance or rejection of the trainees. A copy of all forms goes to the Employment Division and/or sponsoring agency.

QUESTION: Have you held any discussions with the interested unions on the training of the Northern labour force.

ANSWER: To date we have had no direct contact with the Unions. However, other Government Departments have begun to meet with them and as from now we will be involved in all such discussions.

QUESTION: Do you think that people will go to other areas of the N.W.T. to receive training?

ANSWER: Yes - provided they know the time span of training. I refer specifically here to training or courses offered by the Department of Education and not to training-on-the-job which is the responsibility to the Employment Division.

There are courses that are economically not feasible to offer in the communities due to the high capital cost of equipment and facilities. A good example of such courses are the trade pre-employment and apprentice theory courses.

I might also add that there were some 450 students south of 60 for education and training in the past school year.

QUESTION: How does your Division respond to identified training needs?

ANSWER: There are many levels of response to identified training needs. It could be advising an individual of educational opportunities to meet his/her career aspirations or developing, implementing, delivering and evaluating a totally new course in the N.W.T. that requires specially trained staff and facilities.

Perhaps I can use a hypothetical example, which in the event of a pipeline could very well happen.

- Assumption:
- Pipeline approved
 - Canada Manpower and Employment Division have identified 75 jobs for truck drivers for gravel hauling using 10 ton tandem axle diesel trucks in the MacKenzie Delta.
 - 25 experienced drivers available in the Delta communities.
 - require additional 50 trained drivers.
 - Delta residents available for training, interest high.
 - lead time of one year for employment starting fall of 1977.
 - no other employment available if training completed before fall of 1977.
 - A.V.T.C. Driver Training course at Fort Smith for upper MacKenzie area only, because of demands of pipeline construction

The Division Responds:

In consultation with employers, Canada Manpower and the Employment Division, it is established and agreed that due to equipment being used, safety requirements and knowledge of equipment on the part of a driver, that a formal course be established in Inuvik to provide trained drivers. Training to commence at least 6 months in advance of employment, Curriculum is established and accepted.

The Division in cooperation with the Inuvik regional staff must locate facilities, lease equipment, purchase any supplies required, contract instructors, locate staff housing, project training costs, negotiate any shared costs arrangements with Manpower and/or others and have the myriad of details in place to proceed with training as requested - 6 months prior to the identified employment opportunity. I might add, that this is a good example of an extension course of A.V.T.C.

QUESTION: What is your relationship to the Employment Division of Economic Development and to Canada Manpower.

ANSWER: A very close relationship exists between us. The Employment Division and Canada Manpower identify employment from which training needs can be identified, to which Education can respond to provide trained individuals to fill the identified employment opportunities.

The inter and intra relationships of Education, Employment and Manpower are ongoing and continuous from a headquarters level through to the field level where the adult educators, employment/apprentice counsellors, manpower counsellors and outreach counsellors are active.

Each department and each individual is dependent on the other to some degree to fulfill his role.

QUESTION: What is your Division's relationship to other sections of government and industry?

ANSWER: Perhaps this question may be best answered by giving examples.

Headquarters staff meeting with Social Development and Northern Health Services to plan for future paramedical and professional training in the health and social services.

Adult Educators giving civics courses in the evenings as communities prepare for hamlet status under the direction of Local Government.

Implementation of housing construction training in various regional centres in cooperation with the N.W.T. Housing Corporation.

Development of a small business management program in cooperation with Industry and Economic Development.

Where ever there is a need for training - the Division becomes involved.

QUESTION: Outside of general education and academic upgrading in the communities, what skill training is available in the communities, particularly related to pipeline construction and operation?

ANSWER: Primarily in the mechanical maintenance, heavy equipment operating, and truck driving trades. At present no courses are available in the communities that require a high capital investment for equipment and facilities.

Therefore most skill training in settlements to-date has been related to the settlements needs under normal growth situations.

For example the following extension courses are available to communities upon request with reasonable advance notice for scheduling and funding:

- fork-lift operator i.e. Hay River, Tuk.
- forest fire suppression
- trapline management
- settlement equipment operator training
- food preparation and serving
- janitorial training

Other skill training is available through Training-on-the-job, apprenticeship and Northern Careers.

QUESTION: What are the future plans for the Adult Vocational Training Centre in Fort Smith.

ANSWER: A.V.T.C. will continue to offer training to adults in the N.W.T. at Fort Smith and via extension programs to the communities.

There have been suggestions of A.V.T.C. becoming the first phase of a Community College of the North. The council of the N.W.T. has recommended that this be studied and a proposal or proposals be put forth to the Executive of the N.W.T. This has been done by the Department of Education and Executive of the N.W.T. is reviewing the proposal, together with other related studies.

CURRICULUM VITAE

NAME: Frederick I. Carnew

BORN: May 7, 1940

TITLE: Chief

Continuing and Special Education

Department of Education

Government of N.W.T.

EDUCATION:

High School Education completed with Senior

Matriculation in Ireland in 1958

1958-1960: Dublin University

- Diploma in Teaching

1971-1972: University of Saskatchewan

- Bachelor of Education

WORK EXPERIENCE:

1960-1965: Principal, Elementary School, Ireland

1965-1967: Teacher, Elementary School, Mossbank, Sask.

1967-1968: Teacher, Whale Cove, N.W.T.

1968-1971: Principal, Coral Harbour, N.W.T.

Sep. 1972-Dec. 1973: Curriculum Specialist, Department
of Education, Yellowknife, N.W.T.

Jan. 1974-Aug. 1975: Superintendent of Education,
Cambridge Bay, N.W.T.

Aug. 1974-Present: Chief of Continuing and Special
Education, Yellowknife, N.W.T.

